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Original Citation

Powell, David (2011) Teacher educators' use of modelling in their practice: a collaborative project. In: Consortium for PCET Annual Conference 2011, 24th June 2011, University of Huddersfield, UK. (Unpublished)

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Teacher educators' use of modelling in their practice: a collaborative project.

David Powell, June 2011

Overview

- Introduction to teacher education and modelling
- Background to my research and an invitation to participate.
- Further exploration of modelling within teacher education

Lunenberg et al. (2007,p.597)

- “modelling can be a powerful instrument” that can shape and influence changes in student teachers’ practice

And yet

- “...there appears to be little or no recognition of modelling as a teaching method in teacher education”.

Loughran and Berry (2005, p.194) on modelling

- “However, even though it may be desirable, it is complex and difficult to do and is particularly difficult to develop alone. “

Korthagen (2001 in Loughran, 2006, p.1)

- “[B]eing a teacher educator is often difficult...in most places, there is no culture in which it is common for teacher education staff to collaboratively work on the question of how to improve the pedagogy of teacher education.”

‘learning to teach’ is part of ‘a complex pedagogy

- Taylor (2008) identifies 4 aspects to this:
 - Cascading expertise
 - Enabling students’ individual growth as a teacher
 - Developing student teaching
 - Student as teacher and learner
-
- Loughran’s (2006) ‘learning to teach’ and ‘teaching to learn’ might be seen as similar

Part of the complexity is...

a teacher educator's session normally has 3 constituent parts:

- content
- teaching method(s)
- 'pedagogy of teacher education'

(Loughran (2006, pp3-4)

- “Modelling by teacher educators appears to offer a strategy that...takes advantage of the fact that the student teacher is a learner.” (Boyd, 2011, p.3)

My research

- Exploring how teacher educators use modelling in their practice.
- Collaborative...probably using action research...with an aim to improve our practice as teacher educators
- “Joint construction” (Wood and Geddis, 1999, p.110)
- Aspects of Brookfield’s lenses
- Initial questionnaire
- You video record yourself teach
- We jointly review the session
- Taped semi-structured interview
- Probably repeat video recording, review and semi structured interview...may do even more than this.

Time to think about being involved



One definition of modelling is...

- “the practice of intentionally displaying certain teaching behaviour with the aim of promoting student teachers’ professional learning (cf. Gallimore & Tharp, 1992).”

(Lunenberg et al. (2007, p.589).

- “contested term with a range of possible interpretations” (Boyd, 2011, p.1)

Lunenberg et al.'s (2007) 4 forms of modelling

- Implicit modelling
- Explicit modelling
- Explicit modelling and facilitating the translation to the student teachers' own practice
- Connecting exemplary behaviour with theory
- Boyd (2011) has developed a similar model

Existing research on teacher educators' use of modelling

- Self-study. For example, Loughran and Berry (2005), Wood and Geddis (1999)
- Case studies. For example, Lunenberg et al. (2007)
- Supported. For example, Preach what you teach! (Swennen et al., 2008)

Concluding thought...

- “[I]f ‘expert practice’ lies in successfully integrating cognitive and metacognitive practices (i.e. knowing of the facts and knowing how to use them deftly), [then] taking a novice under one’s wing in a college classroom becomes largely a matter of externalizing or modelling the process of thought faculty usually carry out [sic] not only internally but invisibly”. (Rhem, 1992 in Wood and Geddis, 1999, p.118).

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